

Chapter 9 – Education Activities

Safe Routes to School education activities play a key role in creating walkable and bikeable school communities. Education activities are designed to:

- provide background information on why walking and bicycling are important;
- provide skills for walking and bicycling safely;
- provide information on ways community members can support safe walking and bicycling in their communities.

Education strategies can take many forms. They may include structured trainings, such as bicycle or pedestrian safety classes, or



activities integrated into school curricula. They can also include less formal education methods, such as message campaigns or written information. Activities can be conducted within the school setting, in classrooms, in PE or health classes, at assemblies, through school-wide art, etc. They can also be conducted beyond the school, through after school programs or special events, through established community programs, or through the media. Some education activities require trained or certified instructors, some require finding the right resource (such as written curricula or available media). Others simply require creativity and organizational energy.

Education activities often include both children AND adults. Walking and bicycling have not traditionally been school “subjects” in the US, and therefore most adults today know little about them. Efforts to educate adults can happen in tandem with children’s educational activities, or they can be separate and targeted specifically to adult audiences.

In Safe Routes to School programs, Education activities are intricately interconnected with Engineering, Enforcement, and Encouragement strategies. Education efforts often accompany engineering treatments so that pedestrians or bicyclists know how to properly use a new facility. Children,

Tips for Choosing Education Strategies

When choosing an educational strategy, consider:

- What is your main education message(s)?
- Who is your audience?
 - Are you targeting adults, children, or both?
 - If children, what age levels?
 - If children, is it appropriate to include all students in the school or is the information more applicable to a particular group?
- What format is the most effective to reach your target audience?
- What resources do you have available?
- How can the target message(s) be repeated and reinforced?
- How will you know whether your strategy is successful?

for example, may need to be taught how to properly lock a bike to a bike rack.

Children, adults, and motorists may all need some information on how to safely make a turn at an intersection with a new bike lane. In certain instances, Education efforts can even alleviate the immediate need for major engineering treatments. (See Education and the Other E's box).

Enforcement activities can help to support educational messages through reminders about laws and policies and, if need be, through consequences for not adhering to them. For example, once parent car-drivers are educated on a "no left turn" policy for morning traffic flow at a school, they may need to be assured that the policies are actually going to be enforced.

Encouragement activities, such as Walk and Roll to School Days, Bike Trains, and Walking School Buses, can support education efforts by providing opportunities for pedestrians and bicyclists to practice safety skills that they have learned. For this reason, it is



Students at Flat Shoals Elementary create a paw print trail. The trail guides children to cross at the crosswalk instead of at mid-block.

strongly recommended that at least introductory Education efforts precede major Encouragement activities.

It is important to remember that education is an on-going process - just because you conducted pedestrian safety trainings for all students in September doesn't necessarily mean that 100% of them will exhibit perfect pedestrian behavior in May. In addition, the following school year you will have a new student population that will likely need training. Therefore you will need to find ways to repeat the messages in a variety of ways, following up to creatively reinforce

Education and the Other E's

At Flat Shoals Elementary in DeKalb County, the Engineering and Enforcement Task Force identified informal mid-block crossings as a serious issue. Students were circumventing the established crosswalk and crossing near a curve in the road. The group considered a number of major engineering treatments, but decided to recommend as a first step a strong education campaign to guide pedestrians to cross at an existing crosswalk. The campaign consisted of signs, posters, newsletter articles, and announcements about the proper place for crossing Flat Shoals Road. In addition, the school administration agreed to follow-up

enforcement, providing periodic staff observation of the dangerous crossing point.

To bring more attention to the issue and add a little fun (encouragement), the Task Force also recommended a minor "engineering" treatment: a painted sidewalk trail of bulldog prints (the school mascot) for students to follow toward the appropriate crossing. Parents and students enthusiastically came out to paint the bright red paw prints, which served to be an educational and encouragement activity in itself!



concepts and provide practice opportunities.

The following is a “toolkit” of educational strategies that have been successfully used in SRTS programs in Georgia and across the country.

Pedestrian Safety Training

Description

Pedestrian safety training provides “on-foot” practice of pedestrian skills. Pedestrian safety curricula generally cover: walking on sidewalks, walking where there is no sidewalk, being visible, stopping at every road edge, where to cross streets, and how to cross streets at both signalized and unsignalized intersections.

Purpose and Benefits

Many children learn pedestrian behaviors literally “on the streets” - by observing adults around them. Many adults, unfortunately, unaware of their role as pedestrian “teachers,” are not good models of safe and legal pedestrian behavior. Even parents who seek to teach their children appropriate behaviors may not know how to convey the skills needed in a way that their children can understand. Pedestrian safety trainings are designed to present standard safety concepts to children, breaking down the skills in ways that correspond with their perceptual and cognitive development. Trainings also provide students guided opportunities to practice skills in safe settings.

How To’s

- Obtain a curriculum with activities suited to the children’s developmental levels.
- Find a teacher who is comfortable conducting pedestrian safety training. This will typically be a PE or health teacher.
- Locate an open area (gym, basketball court, parking lot) where simulated streets can be laid out.
- Obtain course materials, such as safety cones, chalk, stop signs, cardboard car images, etc.
- Obtain videos and/or visual materials to



Second graders at Clairemont Elementary practice stopping at the road edge and looking left, right, left again.

reinforce pedestrian safety concepts. (See Pedestrian Safety Information, page 9-6.)

If including an “on-street” practice, additional adults are needed to accompany small groups of children. You may also need to secure parental permission for a “walking field trip” in order to leave the school site.

Details to Consider

In teaching pedestrian safety skills, it is important to take into account children’s physical and cognitive development; for example, young children do not have fully developed peripheral vision and often have difficulty gauging speeds at a distance. Pedestrian safety skill training is widely considered appropriate for students in second or third grade. However, simple skills can be introduced at younger levels and built on as children advance through the grades of elementary school.

Pedestrian safety training can easily be incorporated into a physical education or health curriculum. Many physical education/health teachers indicate that they feel



Safety Street Georgia includes simulated streets, crosswalks, traffic lights, and railroad crossings.

Safety Street Georgia

Safety Street Georgia is a simulated urban environment for learning pedestrian and motor vehicle safety skills. Located in Hapeville, south of Atlanta, in the Fulton County Teaching Museum, the Safety Street facility provides a full-scale simulated streetscape and a computer laboratory for learning and practicing safety skills. The curriculum is developed to be interactive, teaching children how to use their own safety tools, knowledge and skills to make decisions.

Safety Street Georgia is sponsored by the Governor's Office of Highway Safety and the Ford Motor Company. Its programs are free for elementary age youth from across Georgia. Contact the Governor's Office of Highway Safety for more information.

comfortable teaching these skills without outside assistance but appreciate a written curriculum and resource materials. Skill practice can be done in a simulated setting, such as a gymnasium or a parking lot, but actual "on-street" practice greatly enhances the learning opportunities.

Challenges

- Most pedestrian safety materials are geared toward younger children so keeping the attention of older students can be difficult.
- It may be challenging to find enough adult volunteers to provide low child/adult ratios for the "on-street" practice.
- Depending on the location of the school, it might be challenging to finding a nearby walking route that presents educational, but not intimidating, crossing practice opportunities.

Resources

- Maryland Pedestrian and Bicycle Safety Education Program (<http://www.rockville>

md.gov/recreation/bicycling/education-program.htm with downloadable curriculum)

- Bicycle Transportation Alliance Pedestrian Safety Education Classes with downloadable curriculum([http://www.bta 4bikes.org /at_work/pedsafetyeducation.php](http://www.bta4bikes.org/at_work/pedsafetyeducation.php))
- Georgia Department of Transportation Safe Routes to School website (<http://www.dot.ga.gov/localgovernment/FundingPrograms/SRTS>)
- Georgia Governors Office of Highway Safety (<http://www.gahighwaysafety.org>)

Pedestrian Safety Information

Description

Information about pedestrian safety can be presented to children and adults through videos, CDs, presentations, songs, stories, bulletin boards, posters, activity booklets and pamphlets. Information typically covers where to walk, identifying the road edge, being visible, crossing at unsignalized intersections, and crossing at signalized intersections.

Purpose and Benefits

Pedestrian safety information can convey basic safety messages to large numbers of people. This information can help to broadcast simple, succinct concepts to a variety of audiences. In this way, the same message can be repeated and reinforced to children in a variety of contexts - in the classroom, around the school building, at home, and throughout the community. Pedestrian safety information is best used as a supplement to actual pedestrian safety training. (See Pedestrian Safety Training, page 9-4.)

How To's

- Choose your target audience(s) - older children, younger children, adults, or a



Students at Dresden Elementary create bilingual pedestrian safety posters at an after-school Pedestrian Safety Party.

Simple Steps for Walking Safely

- Walk on a sidewalk where there is one.
- Where there is no sidewalk, walk on the left, facing traffic
- STOP, LOOK, and LISTEN at every road edge.
- Cross streets at corners.
- Look LEFT-RIGHT-LEFT again and OVER YOUR SHOULDER before you step into the street.
- Keep looking left and right as you cross the street.
- Always WALK across the street - DON'T RUN!

broad multi-age audience.

- Determine the specific pedestrian safety content information you wish to convey.
- If children are your audience, determine how you will convey the information: through classroom activities, at assemblies, in computer labs, through displays, over the morning announcements, through songs, games, or activity booklets. Repeating the same concepts in a variety of ways - through hearing and seeing - is often an effective way for children to learn.
- If adults are your audience, determine how best to reach them in your school setting. Safety information can be presented to adults through parent newsletters, flyers that go home in "bookbag" mail, displays or videos at PTA meetings, or displays at school events.

Details to Consider

There is an abundance of pedestrian safety information available for a range of age levels. In selecting pedestrian safety information for distribution, it is important to consider the age of the audience and the purpose of the information. For younger children, look for materials that focus on a few simply stated concepts; for older children or adults, choose materials that present more detailed information but still state messages simply and succinctly. Simple messages repeated (see "Simple Steps", page 9-6) tend to have more impact than complex, involved messages for any age audience.

It is very important that adults be educated along with children. Parents and adults who walk with children are important teachers of pedestrian safety, serving as role models. Yet many adults simply don't know much about pedestrian safety rules or how to convey them to children. Again, simple repeated "bite-sized" messages work well for conveying the basics of pedestrian safety.

Challenges

- Many commercially developed materials combine a variety of safety topics into one product; they may try to cover pedestrian, bicycle, bus, car, and railroad safety all in one activity booklet or poster. This typically reduces the information on any one topic to a sentence or two. These products can be considered supplementary, but do not constitute true pedestrian education.
- Children learn a great deal through daily observation, and they will often mimic what they see. It can be challenging to guide to adults to see themselves as educators and role models who can reinforce - or contradict - the safety concepts taught by their own behavior.

Resources

- See Appendix a-30 for "Simple Steps for

"Caminemos Seguros" Pedestrian Safety Video

The development of a Spanish language pedestrian safety video at Dresden Elementary in Chamblee, Georgia, served as an education tool as well as a strategy for involving families in Safe Routes to School. The video was created by the Dresden Elementary Safe Routes to School Mothers Club to address a need they saw for pedestrian education for Spanish-speaking parents at their school. The mothers outlined the concepts they wanted to convey, developed the story line, and served as the "actresses" in the film. A young middle school student did the filming and editing. The video made its debut before an appreciative audience after a Walk to School Day event.

The development of a video is an educational strategy that can be used in any community; it engages families in their own educational process and in Safe Routes to School issues as a whole. It's relatively simple to do, very engaging because it's locally tailored, and in the end there is an educational product to share with the rest of the community.



A young cameraman films Dresden Elementary mothers and their children as they demonstrate how to cross a street safely during production of "Caminemos Seguros."

Walking Safely " bilingual hand-out.

- Safe Kids Worldwide (http://www.safekids.org/tips/tips_ped.htm)
- A Message For Parents of Elementary School Children - Myths and Facts about being a pedestrian (<http://www.nhtsa.dot.gov/people/outreach/safesobr/15qp/web/sbprevent.html>)
- National Highway Administration's Safety City for Kids (<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.9f8c7d6359e0e9bbb30811060008a0c/>)
- DVD - "Step to Safety with Asimo" appeals to younger and older elementary students, free in limited quantities (<http://asimo.honda.com/SafetyVideo.aspx>)
- Video - "Otto the Auto on Pedestrian Safety", AAA Foundation (<http://www.aaapublicaffairs.com/Main/Default.asp?SectionID=&SubCategoryID=25&CategoryID=7&ContentID=72&>)
- Videos, (<http://www.ksde.org/Default.aspx?tabid=1782>) has a list of pedestrian safety videos for a variety of ages
- "Pedestrian Safer Journey" interactive CD, Federal Highway Administration, designed for older elementary school students, (http://safety.fhwa.dot.gov/ped_bike/ped/saferjourney.htm)
- Hedgehogs interactive website for children (<http://www.hedgehogs.gov.uk/html/index.html>)
- "Walk Smart" is an interactive CD designed for grades K-3, Oregon Center for Applied Science (http://www.hcimarketplace.com/products/category_list.html?index=12)
- Pedestrian Safety posters in Spanish,

Federal Highway Administration,
(http://safety.fhwa.dot.gov/ped_bike/walk/order/index.htm)

- Georgia Department of Transportation, Safe Routes to School website (<http://www.dot.ga.gov/localgovernment/FundingPrograms/SRTS>)

Bicycle Safety Training for Students

Description

Bicycle safety training provides information and on-bike practice on safe ways to operate a bicycle. Bicycle safety curricula typically cover bicycle and helmet fit, basic mechanical checks, bike handling skills, and basic traffic rules of the road. In many training courses, students practice skills in a paved area protected from motorized traffic, such as a parking lot. At the end of the course they have an opportunity to put their knowledge and skills gained into action in simulated or actual on-road settings. Most training curricula require 5 to 10 hours of class time, making it a more in-depth learning experience than a bicycle rodeo.



Students at Glennwood School in Decatur practice scanning over their shoulders while riding a straight line as part of their "Safe Bike Driver" training.

Purpose and Benefits

For many families, learning to ride a bicycle means learning to balance and steer, and typically children are given very little further guidance about bicycling. Under the law, however, bicycles are considered vehicles, and bicycle-riders using the streets

are expected to follow the common rules of the road. On-bike training combines physical skill practice with basic traffic rules that children can comprehend. While young children may still need supervision when riding on the road, a more developed sense of traffic awareness will give them a framework for riding more safely. In addition, it is likely that children who have an understanding of traffic rules of the road and opportunities to practice from an early age will become safer drivers of vehicles, no matter what type of vehicle they ultimately drive.

How To's

- Choose a nationally recognized bicycle safety curriculum. (See Resource section below.)
- Determine your audience. Bicycle safety training is most appropriate for students 3rd grade and older; most curricula are written for 4th and 5th grade, but can be adapted to other age levels.
- Find an experienced, knowledgeable instructor; some instructors are specifically certified in bicycle education. (See Resource section below.) Be sure the instructor is comfortable and experienced in working with kids.
- Locate an open paved space protected from motorized vehicles and, if appropriate, a neighborhood street on which to take a practice ride.
- Publicize the class.
- Find parents or other volunteers willing to assist with the class.
- Hold the class; provide certificates or other acknowledgements to students who complete the class.

If the class is held through a PE program in a school:

“Safe Bike Driving”

At B.B. Harris Elementary in Duluth, Georgia, Safe Routes to School Project staff collaborated with the school's PE teachers to train 450 3rd, 4th, and 5th graders on bicycle safety over a month's time. The Atlanta Bicycle Campaign provided a fleet of used bicycles; the Duluth police department donated helmets, and Waffle House donated hairnets as helmet liners. The course was entitled, “Safe Bike Driving,” and the instructor (a “League Certified Instructor”), began each class by telling the students that this was effectively their very first driver's ed class; whatever they grow up to drive - cars, trucks, motorcycles, or bikes, the same rules of the road apply. Through the training, the children had opportunities to fit helmets and bikes, practice bicycle-handling skills, and learn four basic rules of the road. On the final day, the students were introduced to “Harristown, A Bicycle-Friendly City,” in the gym, with simulated roads and destinations such as a store, a park, a library, and a school. The students rode around the “city” to the Harristown destinations, some as bike-

drivers and some as car-drivers; a few served as police officers, giving out tickets to those who violated a rule of the road. The students then received a “Safe Bicycle Drivers License” and an activity booklet by the same name. One group of 5th graders was so excited by the idea of getting their licenses that they all tossed their helmet liners in the air as if they were graduation caps, and one student proudly carried hers in her pocket on the next Walk and Roll to School Day.

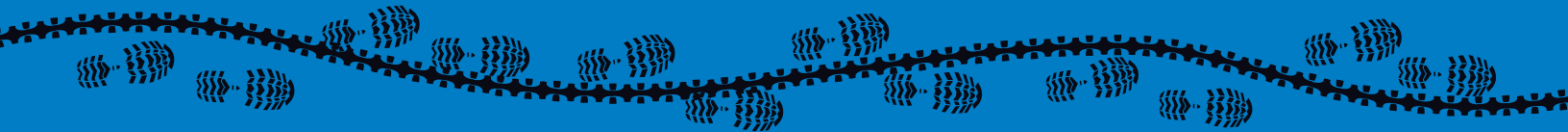


Students at BB Harris Elementary practice their bike driving skills in “Harristown”, a simulated city set up in the school gym.

- Put together a fleet of bikes of a variety of sizes (may be used, but in good working order).
- Obtain a set of helmets; if helmets are to be shared, helmet liners are required for hygiene purposes (painters caps and food service caps work for this purpose).
- Find a place to store and secure the bikes between sessions.
- Obtain course materials, such as bright-colored safety cones, chalk, cardboard car images, etc.

Details to Consider

With a national trend in physical education toward practical, life-long skills, bicycle safety training may be incorporated into the PE or health curriculum. (In Georgia, bicycle safety skills are included in the state's Quality Core Curriculum for health.) However, buy-in from the school administration and the PE staff is essential, and it is important to coordinate schedules and adapt the curriculum to fit the length of the PE sessions. Conducting bicycle training as part of PE or Health also requires that the Health/PE teacher be trained in bicycle education or assisted by a local bicycle



education instructor. It also requires that multiple bicycles and helmets be provided so that all students may participate. (All students may not own their own bike and/or helmet, or they may not be able to transport them to and from school.) Extra adult assistance is critical when fitting bikes and helmets, and additional adult help is very helpful throughout the training course to maximize student participation and ensure safety. In most school settings, road skill practice is limited to simulated roads (due to liability issues), so it is important to make sure there is plenty of physical space to set up a practice course.

Bicycle safety training may also be offered as an optional extracurricular activity; in this case, students may be asked to provide their own bicycle and helmet, and parental permission may allow actual on-road practice. A training offered as an extracurricular activity could also be tailored to younger children and their parents.

Challenges

- It can be challenging to find a knowledgeable, experienced instructor who can work with children.
- Acquiring, maintaining, and storing a fleet of bicycles as well as helmets and helmet liners can be time-consuming.
- Scheduling classes to fit the PE schedule can be a challenge. Short PE class sessions mean more time spent on transitioning and less on course material.
- For large groups, it can be a challenge for the instructor to provide adequate feedback to students as they learn and practice skills. Keeping kids constantly engaged in on-bike activity rather than having them stand in lines waiting for their turn takes creativity, space, and extra adult supervision.
- It is important to obtain whatever liability insurance coverage you may need for possible injuries related to bicycle riding.
- In a school setting, inclusion issues are important to address. Consider how to include children who don't know how to ride a bicycle or are physically unable to.

Resources

- League of American Bicyclists Bike Ed Program (<http://www.bikeleague.org/programs/education/>), including a list of nationally certified instructors.
- North Carolina Department of Transportation Bicycle Program, "The Basics of Bicycling" (http://www.ncdot.org/transit/bicycle/safety/programs_initiatives/curriculum.html)
- Pedestrian and Bicycling Information Center, "Children and Teens" (<http://www.bicyclinginfo.org/education/children.cfm>)
- Maryland Pedestrian and Bicycle Safety Education Program (<http://www.rockville.md.gov/recreation/bicycling/educationprogram.htm>)
- "Good Practices for Bicycle Safety Education Guide" (<http://www.bicyclinginfo.org/education/resource/fhwa.html>)
- Georgia Department of Transportation, Safe Routes to School website (<http://www.dot.ga.gov/localgovernment/FundingPrograms/SRTS>)

Bicycle Rodeo or Bicycle Safety Fair

Description

Bicycle Rodeos or Bicycle Safety Fairs are one-time events that can expose children and their parents to some of the basics of safe bicycling. Children rotate from station to station to learn or practice a specific skill presented by an adult. Typically, skills include: basic mechanical checks; helmet fit; steering practice; and stopping for stop signs. Sometimes a rodeo will include a full bicycle inspection station or a simulated street station.

Rodeos are often held on weekends as a community event; sometimes they are conducted by the police department or the fire department as part of their safety outreach.

Purpose and Benefits

Bicycle rodeos or safety fairs are good ways to bring about awareness of bicycle safety skills for children and their parents. However, since the children rotate from station to station in the course of a morning or afternoon, opportunities to practice and refine the skills learned are limited. A rodeo or fair can compliment, but not replace, a full-fledged bicycle safety training.

How To's

- Set your educational goals for the rodeo or fair.
- Plan the rodeo course content. How many and what kind of stations will you have?
- Plan the overall event. Where will people arrive? How will they be oriented? How will the course flow? Will there be rewards at the end? Will you provide refreshments?
- Find a location. You'll need an open, flat, car-free area.

- Recruit instructors and volunteers. Each station should have at least one knowledgeable instructor and one assisting volunteer, plus additional volunteers for crowd control.
- Publicize the event.
- Obtain stickers, prizes, other rewards.
- Obtain/prepare written safety materials for parents.
- Hold the event. Evaluate how it went and whether you have achieved your educational purpose.

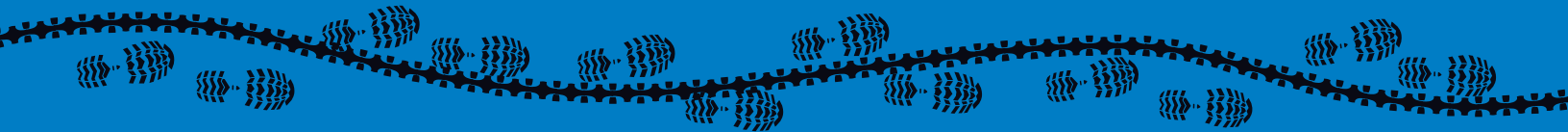
Details to Consider

Generally, students bring their own bikes and helmets to the rodeo or fair. Some programs combine a rodeo or fair with a "Fix Your Bike Day." (See Chapter 10, Encouragement). This allows participation of students whose families may not be able to otherwise repair their bicycles. Sometimes rodeos are combined with helmet give-aways as well.

You will need to decide who may participate in the rodeo or fair and how to prepare for



Children practice bike handling skills at the "Snail Race" station at Mason Elementary in Duluth.



contingencies. Is the event open to anyone or just to your SRTS target audience? Must children be accompanied by an adult? Will parents need to sign waivers? Can children participate if they don't have a helmet or a mechanically safe bicycle? Can students participate if they don't know how to ride a bike or if they are on training wheels?

Challenges

- It can be challenging to find knowledgeable instructors who work well with kids.
- Finding sufficient volunteers can sometimes be a challenge.
- Finding a suitable location can also be challenging; liability issues may be a concern for some property owners.
- It can be time-consuming to figure out contingencies for children who arrive without a parent, or without a helmet, etc.

- The balance between educational safety content and pure bicycle fun can be a delicate one. It is important to make sure that participants are enjoying the event yet still taking away a strong educational message.

Resources

"The Guide to Bicycle Rodeos," John Williams and Dan Burden, published by Adventure Cycling (www.adventurecycling.org/store/index.cfm)

"An Organizer's Guide to Bicycle Rodeos," (http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf)

Bicycling Life's "Bicycle Rodeos" (<http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm>)

Bicycle Safety Information

Description

Bicycle safety materials provide basic information about bicycle equipment and the relationship of bicycles and cars. Typically materials for children cover helmet fit, mechanical checks, being visible, and general awareness of traffic. Information about bicycle safety can be conveyed to children through videos, presentations, songs, stories, bulletin boards, posters, activity booklets, or pamphlets. Often these materials supplement on-bike experiences, such as bicycle safety training. (See page 9-9.) Bicycle safety information can also be addressed to adults; these materials usually focus on how to make sure a child is riding a bicycle safely.

Purpose and Benefits

Bicycle safety information can convey basic safety messages to large numbers of people. However, for children, safety information is best used as a supplement to actual on-bike practice; while young children can be taught through words and pictures, there is no substitute for learning through doing. Safety videos, CD's, songs, etc. are excellent ways to repeat and reinforce bicycle safety concepts learned through on-bike practice.

How To's

- Choose your target audience(s) - adults or children? what age child?
- Determine the specific bicycle safety content information you wish to convey.
- If children are your audience, determine how you will convey the information: through classroom activities, at assemblies, in computer labs, through displays, or over the morning announcements are a few common options in schools. Repeating the same concepts in a variety of ways - through hearing and seeing - is often an effective way for children to learn.



At a Walk and Roll to School Day celebration at Clairemont Elementary, a mother and daughter look at bicycle safety pamphlets.

- If adults are your audience, determine how best to reach them in your school setting. Safety information can be presented to adults through parent newsletters, flyers that go home in "bookbag" mail, displays or videos at PTA meetings, or displays with safety pamphlets at school events.

Details to Consider

There is a wide variety of bicycle safety information available for a range of age levels; the information available also ranges in quality. It is important to consider the age of the audience and the purpose of the information. Some sources focus almost exclusively on the importance of helmets and helmet fit; others limit the information to very simple concepts and do not contain information about riding on the road; some sources appear to focus more on the entertainment value of the material rather than the safety content.

Challenges

- As with much of education, "information" does not necessarily translate into "practice." If you are seeking real behavior change, it is important to follow up, evaluate, and continue to provide both information and practice opportunities.

- Parents may not be aware of their impact as role models and educators. Their own bicycling behaviors can either reinforce the safety concepts taught to children or actively negate them.

Resources

- See Appendix a-31 for "Safe Bike Driving Tips for Parents and Kids".
- The Bicycle Safety Education Resource Center maintains a database of resources on a wide range of bicycle education topics (<http://www.bicyclinginfo.org/education/resource/fhwa.html>)
- The National Highway Traffic Safety Administration (NHTSA) has brochures, videos, activities and other materials for children and adults (<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.810acae50c651189ca8e410dba046a0/>)
- The Federal Highway Administration's "Bicycle Safer Journey" interactive CD is designed for older elementary school students (http://safety.fhwa.dot.gov/ped_bike/ped/saferjourney.htm)
- "Bike Smart" is an interactive CD designed for grades K-3, Oregon Center for Applied Science, (http://www.hcimarketplace.com/products/category_list.html?index=12) A Teacher Resource Guide can be downloaded at this website.
- "Let's Learn More About Bike Driving" Information and Activities Book, Channing L. Bete Company (<http://www.channing-bete.com>)
- Georgia Bike Sense: A Guide for Cyclists and Motorists, GDOT (www.dot.ga.gov/travelingingeorgia/bikepedestrian) email: bikeped@dot.ga.gov

“Bicycling with Children” Training for Adults

Description

“Bicycling with Children” training provides adults with background information on safe cycling skills so that they can successfully and confidently accompany children on bicycles. An adult training generally covers bicycle equipment, bike handling skills, road positioning, and tips on riding with children; some trainings include actual on-bike practice. Information on how to lead a Bike Train may also be included. (See Chapter 10, Encouragement.)

Purpose and Benefits

Safety education for adults is often overlooked, but can be a critical component of a Safe Routes to School program. Although many adults know how to ride a bicycle, most have never actually learned the rules of the road for bicycling, and other important bicycle skills. Unfortunately, these adults can be negative role models for children (riding without a helmet, not stopping at stops signs, etc.) Some parents may be interested in riding with children to school, but are fearful because of a lack of knowledge of “how to.” Many parents are surprised and delighted to learn skills they can put to practical use with their children. Once informed, parents can be the most important safety teachers a child can have.

How To’s

- Determine interest; a group of 5 adults willing to be trained can be sufficient to get started.
- Find a knowledgeable instructor with experience working with both adults and children. (See Resources, below.)
- Set a date.
- Find a location.

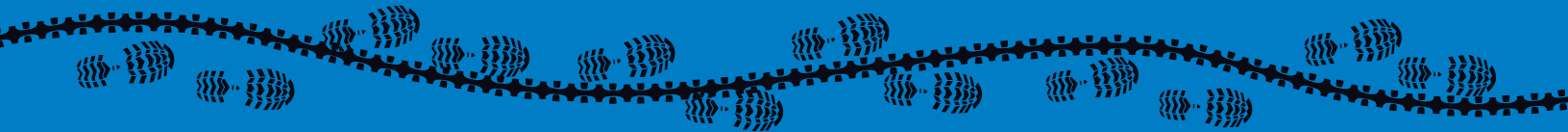


Mothers in Decatur get ready for a road ride to practice their “Effective Cycling” skills.

Decatur Moms Get “Bike-Educated”

In Decatur, Georgia, many parents enjoy biking with their children to school each day. To enhance their knowledge and confidence in riding in morning traffic, the Safe Routes to School Project offered a discount for the Atlanta Bicycle Campaign's “Effective Cycling” classes. While there was much interest, many parents found they could not attend the regularly scheduled Saturday morning classes. So the Project offered a special weekday class. Eight parents attended, learning and practicing skills on guided rides around town. Most of the parents went on to lead bike trains at the next Walk and Roll to School Day events, and five of the mothers chose to take an additional class for national certification.

Said one mom, “There are a lot of people who do not know the rules of the road and are not giving good information to their children. The class gave me confidence to ride on the streets with my child or by myself. Everyone should take the course no matter how long you have been riding.”

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- Announce the class through the school's communication channels.
 - Hold the training; take pictures.
 - Report on the training in the school newsletter or on the website to pique other adult interest in the future.

Challenges

- Many adults resist taking a bike class, believing that if they know how to operate a bicycle, they know everything they need to know.
- Parents may find it hard to fit a training into their busy schedules. It is important to be flexible in scheduling a training to meet their needs.

Resources

- League of American Bicyclists Bike Ed Program (<http://www.bikeleague.org/educenter/courses.htm>, including a list of nationally certified instructors)
- "Bicycling With Children: A Complete How-To Guide", by Trudy Bell, Mountaineers Press, 1999
- For local Georgia resources, see the Georgia Department of Transportation's Safe Routes to School website (<http://www.dot.ga.gov/localgovernment/FundingPrograms/SRTS>)

Bicycle and Pedestrian Safety Message Campaigns

Description

Safety message campaigns are focused ways of conveying particular safety rules or slogans to children and parents. Typically, the message is condensed into a few short, catchy words, perhaps accompanied by a graphic. The message may be conveyed at the local school level through posters, banners, bulletin boards, newsletter blurbs, daily verbal sayings, songs, artwork, etc. A common Safe Routes to School message is "Be Safe, Be Seen," emphasizing the importance of pedestrians and cyclists being highly visible to motorists (through bright clothing, reflective materials, and lighting.) In such a campaign, the same message, "Be Safe, Be Seen," is repeated over and over in many different settings for a specific period of time. Some schools do monthly message campaigns, with a walking or bicycling safety rule for each month.

Purpose and Benefits

Repetition is an important strategy for learning, so message campaigns often work well with children. Repetition is also an important strategy for reaching - and teaching - adults; as advertising agencies have proven through advertising blitzes, message

Examples of Safety Messages for Campaigns

- Be Safe, Be Seen!
- Stop, Look, Listen, Live!
- Take the Time to Cross Safely
- Stop, Look Left, Right, Left Again
- Stop at Every Road Edge (ped)
- Cross at Corners (ped)
- Use Your Head - Wear a Helmet! (bike)



Brightly attired participants in Mason Elementary's "Be Safe, Be Seen" Fashion Contest.

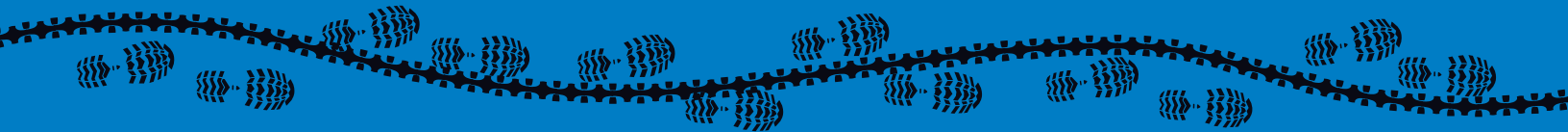
"Be Safe, Be Seen" Campaign

At Mason Elementary in Duluth, "Be Safe, Be Seen" is a theme for the November Walk and Roll to School Day when winter is approaching and days get shorter. "Be Safe, Be Seen" posters and skits advertise the event. Students can participate in a "Be Safe, Be Seen" Fashion Contest, in which they sport the brightest clothes they possibly can. Contest participants receive prizes of flashing lights with "Be Safe, Be Seen - Safe Routes to School" printed on them, reflective helmet stickers, or other small prizes that carry out the visibility theme.

campaigns can be very effective ways of influencing adult behavior as well.

How To's

- Choose a safety concept that is particularly relevant to your school community.
- Find a short, catchy way to express the concept.
- Identify a variety of ways to convey the message: posters; banners or murals; the school marquee, printed message and visual on T-shirts, water bottles, pencils, wrist-



bands, stickers or other give-away items; chants or songs at assemblies or on morning announcements; school newsletter articles.

- Find ways to explain the message clearly to students, such as mini-lessons in classrooms or PE class, or dramatizations at assemblies or morning announcements. With young children, catchy phrases may be just fun words to say until meaning is given to them through examples or illustrations. The “Be Safe, Be Seen” slogan, then, needs to be accompanied with information on how to “be seen” and why it is important.
- A poster contest or other type of illustration or demonstration of the message by children can provide feedback as to how well the students understand the message.

Challenges

- A campaign is typically time-limited, but most safety messages need to be reinforced all year long. It’s important to find ways to repeat the messages, but keep them fresh and interesting. The impact of helmet message campaigns are particularly known for being short-lived; students who are not used to wearing helmets need ongoing reinforcement until helmet-wearing becomes a habit.

- Finding ways to accurately evaluate the impact of your campaign can be a challenge. See Chapter 11, Evaluating Your Program.

Resources

- Be Safe, Be Seen information (http://www.birmingham.gov.uk/GenerateContent?CONTENT_ITEM_ID=16030&CONTENT_ITEM_TYPE=0&MENU_ID=12058)
- Be Safe, Be Seen at Night information (<http://www.thinkroadsafety.gov.uk/arrivealive/walkingnight.htm>)
- Pedestrian Safety Campaign, Federal Highway Administration (http://safety.fhwa.dot.gov/local_program/pedcampaign/index.htm)
- Helmet Safety Campaigns (<http://www.helmets.org/manual.htm>)
- Helmet Safety Campaign for 5th Graders (http://www.euro.who.int/childhealthenv/studies/20060504_6)
- Pedestrian Safety posters in Spanish, Federal Highway Administration, (http://safety.fhwa.dot.gov/ped_bike/walk/order/index.htm)

Traffic Safety Days

Description

Traffic Safety Days are events focused on reminding motorists of the existing laws, policies, or procedures regarding pedestrians and bicyclists. On the designated day, volunteers distribute written information to motorists with a specific message. The message can be a general one, such as "School's In, Drive With Care," reminding motorists to be vigilant on walking or biking routes to school. Or, the message can be targeted at a particular issue, such as "Slow Down in the School Zone" or "Don't Park in the School Crosswalk." Often the target audiences for Traffic Safety Days are parents who drive their children to school; volunteers approach each driver in the drop-off or pick-up line, remind each driver of the safety message, and give the parent driver some written information.

Traffic Safety Day efforts can also be extended to address the neighborhood around the school by providing written information to neighbors house by house, or through neighborhood communication channels. The effort can be extended even more broadly by providing the same message to the media, via news articles and radio Public Service Announcements, on the same topic, if appropriate.

Purpose and Benefits

Traffic Safety Days are often one of the educational strategies employed to address issues prior to using enforcement techniques. Often, Traffic Safety Days highlight and reinforce, as a "friendly reminder," basic information that motorists should already know, though sometimes they serve to educate motorists on new policies or procedures. While this information can be conveyed through written literature, the face-to-face contact makes the message more personal and poignant. If the issue persists, then actual

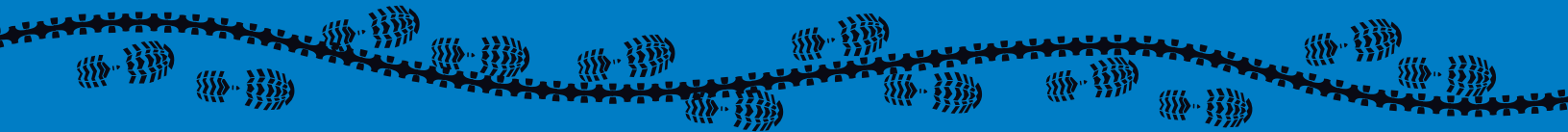


A parent volunteer reminds a fellow parent about the school's procedures for morning drop-offs on Traffic Safety Day.

enforcement strategies can be employed.

How To's

- Using your data, identify a targeted message for motorists and a desired motorist behavior change.
- Develop a short, catchy slogan to deliver the message.
- Develop a flyer or brochure with information that supports the message; this may include a local history of the problem or local or national statistics. See Resources Section below.
- Recruit volunteers and provide them with guidelines about approaching and talking to motorists.
- Invite the media to cover the event and/or organize an effort to get your message out to the broader community.
- Carry out the Traffic Safety Day.
- Express appreciation to the volunteers.
- Evaluate the effort by observing changes in motorist behaviors and determine



whether follow-up enforcement efforts are needed.

Details to Consider

In developing the message, be sure to remember that it should target a motorist behavior that affects children who walk or bicycle to and from school. The accompanying information should illustrate to the motorist how that behavior can have serious consequences for children on foot or bicycle. Including children as volunteers may make the message even more poignant, but it is important that children be supervised by adults as they approach cars and talk to motorists they may not know.

If broadening the Traffic Safety Day effort to include the public at large is too big a task, you might consider inviting the media to cover your event at the school level. Media coverage of volunteers sharing your safety message with parents in a carpool line not only highlights your positive effort, but also serves to get the same message out to the public.

It is important to evaluate the Traffic Safety Day effort shortly after to see if it has impacted the targeted motorist behavior. If it has not, it can be used as documentation for follow-up enforcement efforts, such as additional police surveillance or police “sting” operations. (See Chapter 8, Enforcement.)

Challenges

- Finding volunteers who are comfortable with approaching motorists could be a challenge.
- It may be difficult to evaluate the impact of a single day’s event; evaluation may require ongoing monitoring of specific behavior changes in motorists.

Resources

- National Center for Safe Routes to School On-line Guide (http://www.saferoutesinfo.org/guide/education/all_drivers_near_the_school.cfm)

Personal Safety Education

Description

Personal Safety Education addresses non-traffic safety issues. Education activities focus on teaching children and their families how to protect themselves from potential dangers on the route to school. Topics may include child abduction, sexual predators, drug dealing, or other criminal activity that parents might be concerned about. It might also address bullying, unleashed dogs, or other real or perceived non-traffic safety concerns in a community.

Purpose and Benefits

Statistically, child abductions around schools are extremely rare; however, whether the risk is real or perceived, concerns about abduction can be a powerful barrier for parents to consider walking or bicycling to school as an option. Concerns about bullying, unleashed dogs, or other dangers along the school route can also be strong barriers. If these concerns exist, it is important to address them with professionalism and sensitivity: education activities should prepare the learners, not scare them. Personal safety education activities coupled with successful adult-supervised Encouragement activities such as Walking School Buses or Bike Trains (See Chapter 10) may help to allay fears and constructively address personal safety concerns.

How To's

- If your initial parent survey or any other part of your School Transportation Profile indicates that a personal safety issue is a common concern, gather more information to zero in closely on the particular issue. You may want to gather statistical incident data and/or conduct interviews with adults regarding their concerns.
- Research and select activity resources

During a personal safety training, students role play to learn appropriate responses to bullying.

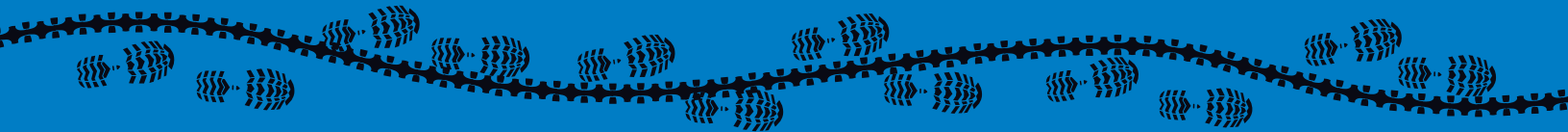


that best address the need (see Resources section below). Keep in mind that the goal is to “prepare, not scare” children or adults.

- Determine the age level for which the material is most appropriate.
- Determine whether the educational activities would be best implemented in a school setting, in an extracurricular setting, or by a parent or guardian at home.
- If the activity is conducted in a school setting, let parents know about it; share with them the content covered and how, if appropriate, they can reinforce the skills taught.
- Implement the activity and evaluate its impact.

Challenges

- Working through very highly emotional subjects and strong adult feelings about them requires sensitivity, patience, and good listening skills.
- It may take time to select curricula and/or



materials that successfully “prepare, not scare” children or adults.

Resources

- National Center for Missing and Exploited Children, Know the Rules School Safety Tips (http://www.missingkids.com/missingkids/servlet/ResourceServlet?LanguageCountry=en_US&PageId=889)
- US Department of Justice (<http://ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=196166&ti=&si=&sei=&kw=&PreviousPage=PubResults&strSortby=&p=&strPubSearch=>)
- Kidwise Institute (<http://www.kidwiseinstitute.com>)
- Kidpower Teenpower Fullpower International (<http://www.kidpower.org>)
- Stop Bullying Now (<http://stopbullying-now.hrsa.gov/index.asp?area=main#>)
- National Crime Prevention Council - McGruff's Blog on stopping bullying (<http://www.mcgruff.org>)

Health and Physical Activity

Description

Education on the relationship between health and physical activity provides background for encouraging children and adults to walk and bicycle more. Lessons, activities, and general messages for kids often focus on the heart and the cardiovascular system, and how physical activity, such as walking and bicycling, can strengthen that system. There are also lessons, activities, and prepared messages available about diabetes prevention for children. Information for adults typically focuses on the impacts of sedentary lifestyles on health, the rapidly rising rates of heart disease, and obesity; walking and biking on school journeys are shown as easily accessible positive steps to address these issues.

Purpose and Benefits

Health is a topic that touches everyone, so highlighting the relationship between personal health and physical activity is an excellent strategy for bringing the Safe Routes to School "walk and bike" message to the entire school community. Given the rise in childhood obesity, diabetes, and asthma, especially in Georgia, you may find promoting the health benefits of SRTS is the easiest way to garner school and community support. The concepts of physical activity and cardiovascular health are easily illustrated and lend themselves to fun and active learning in and out of the classroom.

"Healthful lifestyles" is a theme to which people can relate and can endorse within a school setting. "Healthful lifestyle" concepts are part of the Georgia state academic standards for health education. (See Appendix a-24, Correlations with Statewide Academic Standards.) In addition, the Child Nutrition and WIC Reauthorization Act of 2004, made it mandatory for all local school districts participating in the Federal School Meal Programs to create a Local Wellness Policy. Many School



Students at BB Harris Elementary watch a "Walking and Biking for Healthy Hearts" skit. A lethargic teacher (left) shows a "sad heart", while the principal (right), having ridden in on her bicycle, displays her "happy heart."

Healthy Heart Month at BB Harris Elementary

With an overall objective of promoting healthy lifestyles through physical activity, BB Harris Elementary kicked off its Safe Routes to School activities with a "Walking and Biking for a Healthy Heart" assembly. Seeing their vibrant and active principal ride in to the assembly on a bike made a big impression on the students. This was followed with a Valentines Day week of classroom Healthy Heart activities, a contest to see which class could log the most laps around the track, and weekly informational flyers sent home to parents about the relationship between walking and bicycling and heart health. In addition, the school held a "Love Your Heart" Walk and Roll to School Day with heart-shaped erasers as prizes.

Wellness Policies include an emphasis on physical activity and health education.

How To's:

- Choose a focused message related to health and physical activity.

- Determine how that message will be delivered to students. Work with school personnel to determine whether the activities will be integrated into the curriculum. Lessons about the cardiovascular system can be integrated into health, physical education, or science classes. These lessons can include a physically active component, such as calculating heart rate, walking laps around a track, or using pedometers to count steps.
- Determine how the message can be broadened to reach the entire school community. A themed "campaign", such as "Walk and Bike for a Healthy Heart," targeted at children and adults can be effective. Messages regarding the impact of physical activity on health can be communicated through skits, songs, bulletin boards, games, contests, pamphlets, flyers, articles, and a variety of other school media.

Challenges:

- It is important to address obesity, heart disease, and lack of physical activity with sensitivity toward those who might already be health-challenged.
- Some pre-written activities must be adapted to include walking and bicycling as physical activities (many focus on jump-roping, running, or team sports).

Resources:

- "Healthy Heart Week Classroom Activities" developed by the Metro Atlanta Safe Routes to School Project are included in the Appendix, a-33.
- The American Heart Association's "HeartPower" website includes free, science-based lesson ideas and activities, (<http://www.americanheart.org/presenter.jhtml?identifier=3003345>)
- The National Diabetes Education Program

Drop the Remote and Get Physically Active

Decatur's Glennwood Academy Health Committee added a physical activity message to their yearly "Turn off the TV Week." To highlight physical activity as an alternative to watching TV, Committee members worked with the Safe Routes to School Team to obtain pedometers for all of the students. The students tracked their walking and biking mileage throughout the week, and kept track of their progress through a "Walk and Bike Across America" game (See "Walk and Bike Across America" in Chapter 10.) The week kicked off with a "Walk and Roll to School Day", and ended with a celebration of the combined school's success in walking and biking the distance between Atlanta and Los Angeles, California.

offers a school kit entitled "Move It! And Reduce Your Risk of Diabetes" (http://ndep.nih.gov/diabetes/pubs/moveit_school_kit.pdf)

- "Take 10!"[®] is a classroom-based physical activity program for kindergarten to fifth grade (<http://www.take10.net/>)
- Action for Healthy Kids is a non-profit organization working to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes at school (<http://www.actionforhealthykids.org/>)
- Alliance for a Healthier Generation, Healthy Schools Program (<http://www.healthiergeneration.org/schools>)

Environment and Transportation Choice Activities

Description

Air quality and environmental activities guide children to explore the connection between transportation and the natural environment. Many of these activities focus on the impact of automobile use on air quality and global climate change. Some activities demonstrate the relationship between automobile use and water quality, land use, resource distribution, global climate change, and impacts on ecosystems. Many of the curricula available lead students to evaluate the impact of their own transportation choices on the environment and guide them to take action steps toward improving air quality and the environment in their community.

Purpose and Benefits

Air quality and environmental activities provide background for understanding the importance of walking and biking. While students learn about air pollution and some of the detrimental impacts of the automobile on the natural environment, they also learn that walking and bicycling are “pollution solutions.” Importantly, these are not faraway solutions that only adults can implement, but rather they are solutions that they themselves can carry out. On their next walking or bicycling journey, they can feel that they are “making a difference”; this can be very empowering for children.

How To's

- Find activities or lesson plans that address air quality issues. There is a wealth of “air pollution” curricula available on the Internet; however, it is important to evaluate the activities and be sure that they relate to transportation, and that they are appropriate for the age level and the particular community setting. See Resources section below for suggested curricula.



The SRTS Team at BB Harris in Duluth linked a St. Patrick's Day theme to the environment. Students learned about the “green” reasons for walking and biking to school and participated in a “Think Green” Walk and Roll to School Day.

- When introducing air quality and environmental activities to school personnel as part of a Safe Routes to School program, it is very important to emphasize that these activities can be directly correlated to the academic standards and content areas. (See Correlations to Georgia Statewide Academic Standards in Appendix-24.)
- Work with school personnel to determine the most appropriate age level and setting for conducting the activities.
- Identify an instructor or activity leader who has experience working with children at that age level.
- Conduct the activities.
- Provide opportunities for children to share what they have learned with others, such as presentations to other classes or parent gatherings, written articles or informational pamphlets that can be distributed to the school community, visual art displayed throughout the school, or involvement in



Safe Routes to School encouragement activities. (See Chapter 10.)

Details to Consider

Environmental activities can be conducted in classroom settings or in extracurricular settings, such as a club or after-school group. They can be done as a single lesson or activity, but are best conducted as a complete unit of study. Most of the curricula available can be correlated to academic standards and content areas and can be adapted to different grade levels. It is important that these activities culminate in a positive way, pointing toward solutions to environmental issues – such as walking and biking – rather than dwelling on the negative. For younger children, it is also beneficial to provide information to parents.

Challenges:

- There is much emphasis in Georgia public schools on the state standards and administrators are often reluctant to add additional content areas to the school day. Although air quality and environmental education activities can be integrated into the curriculum to address the academic standards, it is often a challenge to convince school administration/staff that this is so.
- Environmental education often addresses lifestyle choices, and these can be sensitive issues for children. It can be a challenge to present the activities in a non-political, non-controversial way. It is important to note, however, that quality environmental education does not “preach”, but rather provides opportunities for children to draw their own conclusions.
- Children can become overwhelmed with “gloom and doom” about the environment. It can be challenging to present the reality of issues without scaring children. Providing students positive opportunities

(such as walking and bicycling) to impact their environment is an effective way of balancing the negative and the positive.

Resources:

- “Autos and Air” is a lesson plan unit written specifically for use with Safe Routes to School programs (<http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/displayunit.asp?unitId=1720>) The curriculum was developed for use with 4th and 5th graders.
- The Air Quality Theme Page (<http://www.cln.org/themes/air.html>) lists a variety of resources for information and lessons.
- The US EPA’s Project A.I.R.E web page, (<http://www.epa.gov/region01/students/teacher/aire.html>) lists air quality-related activities and reading materials.
- The Georgia Clean Air Campaign has developed air quality curriculum correlated with the state standards for 3rd through 8th grade. Lesson plans can be found at (www.cleanaircampaign.com/for_schools). Information on the Clean Air Campaign’s “Better Air Schools” program can also be found at this website.
- “You Can Clear the Air” curriculum developed by the Region of Waterloo, Ontario, is an excellent curriculum for 3rd graders, (<http://www.tc.gc.ca/programs/environment/UTSP/youcancleartheair.htm#top>)

Education Through Encouragement

Description

Many educational messages can be incorporated into encouragement efforts. (See Chapter 10, Encouragement.) Monthly Walk and Roll to School Days with educational themes are a good example of this. The themes can be safety-related, or they can emphasize the benefits of walking and bicycling to school. Promotions for the event - posters, banners, announcements, flyers - can all carry the theme message, and the group walk or ride to school itself can emphasize or demonstrate the message concepts. As students arrive at school they may receive more information on the concept theme, refreshments, or token rewards that also carry out the given theme.

Purpose and Benefits

Educational themes for Walk and Roll to School Days actively engage children; through the excitement of a fun event, students learn about skills and concepts and then have a chance to practice them. In preparation for a Polar Bear walk or bike ride, for example, a young child might put some thought into what he/she will wear for

Examples of Educational Themes for Walk and Roll to School Days

- Polar Bear (dress for the weather)
- Be Smart About Your Heart
- Get Active!
- Think "Green"
- One Less Car
- Foot Power!
- Turkey Walk (stretch your neck and look left, right, left again)
- Be Safe, Be Seen



A principal walks with students dressed as a turkey on a November "Turkey Walk to School Day." At every road edge, students stretched their necks like turkeys and looked "left, right, left again and over the shoulder."

walking or biking on a cold morning. Similarly, a group on a Walking School Bus can have fun while practicing looking left, right, left again at every road edge. Or, by carrying a "One Less Car" sign, a student can feel proud of his/her direct role in reducing traffic congestion and pollution around the school.

How To's

- Find a relevant educational theme for a Walk and Roll to School Day event. Many schools use holidays or other seasonal events to guide their planning, such as Heart Month in February or Earth Day in April. You may want to coordinate this with a broader educational campaign. (See Safety Message Campaigns, page 9-18)
- Develop promotional materials with a catchy message expressing the theme and distribute.
- Explain the theme to students and parents in a more in-depth way: through skits on the morning announcements, quick classroom activities, posters, newsletter articles.
- Find fun rewards related to your theme to give to event participants.

- Carry out the event. Be sure to take pictures and display them afterward.

Challenges

- When mixing education and encouragement, it is important to keep just the right mix of educational messaging and "just fun" for the children. (See Walk and Roll to School Days in Chapter 10, Encouragement.)
- The true meaning of educational messages can sometimes get lost in the fun and creativity of an activity; make sure the students understand the message.

Resources

- See Appendices a-32 and a-42 for sample monthly themes and activities.
- Teacher supply stores and websites have many inexpensive tokens available in bulk with seasonal themes. There are companies with websites that specialize in tokens relating to physical activity and the environment.



A father and son participate in a "One Less Car" Walk and Roll to School Day at Mason Elementary in Duluth.